This presentation is being recorded.

Slides and a recording of the presentation will be shared with FSCS grantees.

Please use the chat function to raise questions throughout the presentation.

Full-Service Community School Technical Assistance: Logic Models

March 23, 2023

Office of Elementary & Secondary Education (OESE)
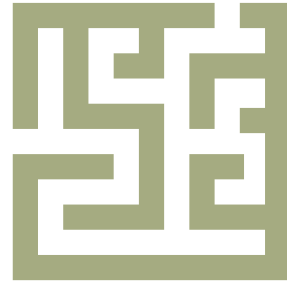
School Choice and Improvement Program (SCIP)

Agenda

- 1:00 – 1:10pm ET – Introduction

- 1:10 – 1:15pm ET – Components of a FSCS Logic Model

- 1:15 – 1:35pm ET – Walk through a FSCS Logic Model

- 1:35 – 1:45pm ET – Continuous Improvement Processes

- 1:45 – 2:00pm ET – Wrap Up + Questions & Answers

What do you know about logic models?

What concepts do you think should
be included in a FSCS logic model?

What is the goal of today's webinar?

To provide technical assistance to fiscal year 2022 Full-Service Community School grantees on the development or revision of logic models that incorporate required program elements, including:

- Four pillars of community schools
- Pipeline services
- Performance indicators

What is the purpose of a logic model?

▪ **Logic model** (also referred to as a theory of action) means a framework that identifies key project components of the proposed project (i.e., the active "ingredients" that are hypothesized to be critical to achieving the relevant outcomes) and describes the theoretical and operational relationships among the key project components and relevant outcomes.
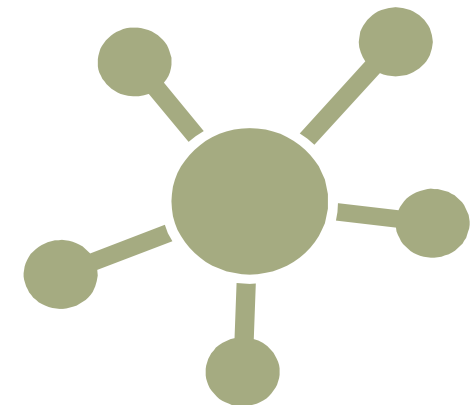
What are the "active ingredients" in the FY22 FSCS program?

- Four pillars of community schools
- Pipeline services described in ESSA
- Reporting indicators in the FY22 NIA
- New research from the community school field
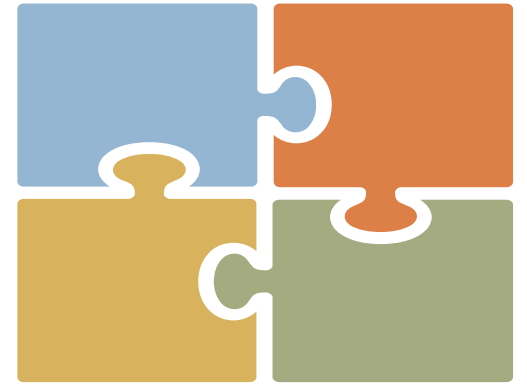
What can a logic model do?

- A **logic model** can be an effective tool:
  - for program or policy <u>planning</u> and <u>design</u>
  - to create a comprehensive <u>implementation</u> plan
  - to guide and <u>monitor</u> implementation
  - to develop <u>evaluation</u> questions and indicators of success

What is this logic model based on?

Research on logic model development

Measures of educational equity

The science of learning and development

Best practices from the field

Appendix A. Simple logic model
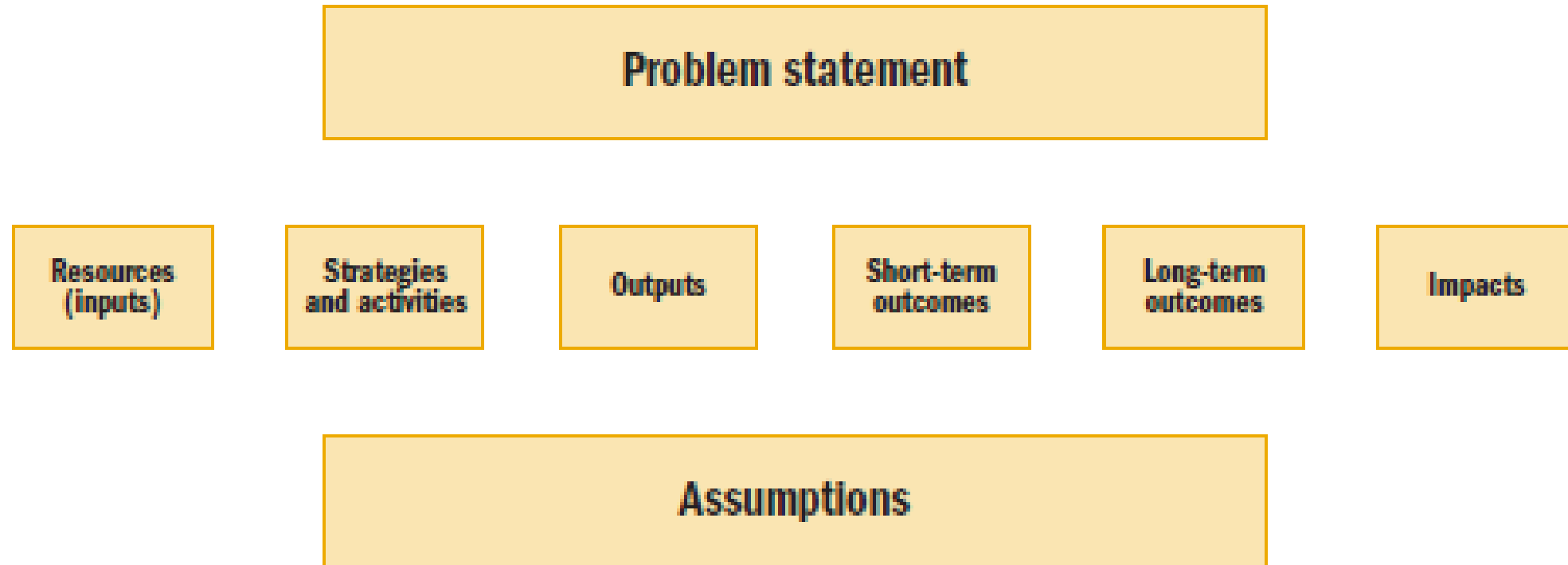
Problem statement

| Resources (inputs) | Strategies and activities | Outputs | Short-term outcomes | Long-term outcomes | Impacts |

Assumptions
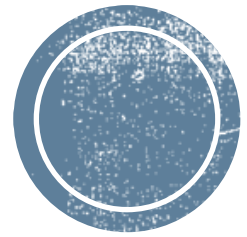
What questions do you have about logic models?

Questions and Answers

What problem does this logic model seek to address?

FSCS grantees have to design and implement a comprehensive and aligned set of student and community supports while reporting and improving upon multiple aspects of student success and well-being.

Inputs		Implement & Develop		Outcomes
Resources and support from FSCS grantees, schools, and partners	A	Pipeline services and strategies Impact areas and indicators	B	Short/Medium and Long-term impacts
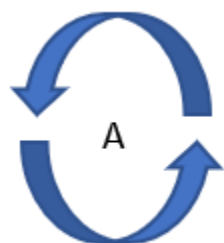
FSCS Grantees, Schools, and Partners	Pipeline Services and Strategies	Indicators and Impact Areas Short/Medium-term Impacts [i]	Long-term Impacts [ii]

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- Key FSCS personnel - Schools and partners			
- Taking stock and planning			
- Funding			

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A

B

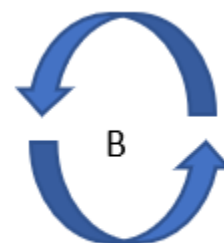| FSCS Grantees, Schools, and Partners	Pipeline Services and Strategies	Indicators and Impact Areas Short/Medium-term Impacts [i]	Long-term Impacts [ii]
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- Taking stock and planning	- Creating and maintaining a supportive infrastructure		
- Funding	- Creating and refining clear and detailed budgets		

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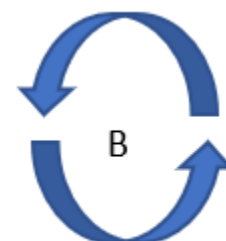| FSCS Grantees, Schools, and Partners	Pipeline Services and Strategies	Indicators and Impact Areas Short/Medium-term Impacts [i]	Long-term Impacts [ii]
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Pipeline Services

▪ ***Pipeline services*** means a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education and career attainment. Such services include:
  ▪ *Early childhood education programs*
  ▪ *Out-of-school-time programs*
  ▪ *Support for a child's education transitions (e.g., to elementary, elementary to middle, middle to high school, and high school into the workforce)*
  ▪ *Family and community engagement*
  ▪ *Activities that support postsecondary and workforce readiness*
  ▪ *Community-based support for students*
  ▪ *Social, health, nutrition, and mental health services and supports*
  ▪ *Juvenile crime prevention and rehabilitation programs*

Four Pillars of Community Schools

Integrated Student Supports

Expanded and Enriched Learning Time and Opportunities

Active Family and Community Engagement

Collaborative Leadership and Practices

Mi familia
My family

18

Source: Maier, A, Daniel, J., Oakes, J. & Lam, L. (2017). Community schools as an effective school improvement strategy: A review of the evidence. Palo Alto, CA: Learning Policy Institute.
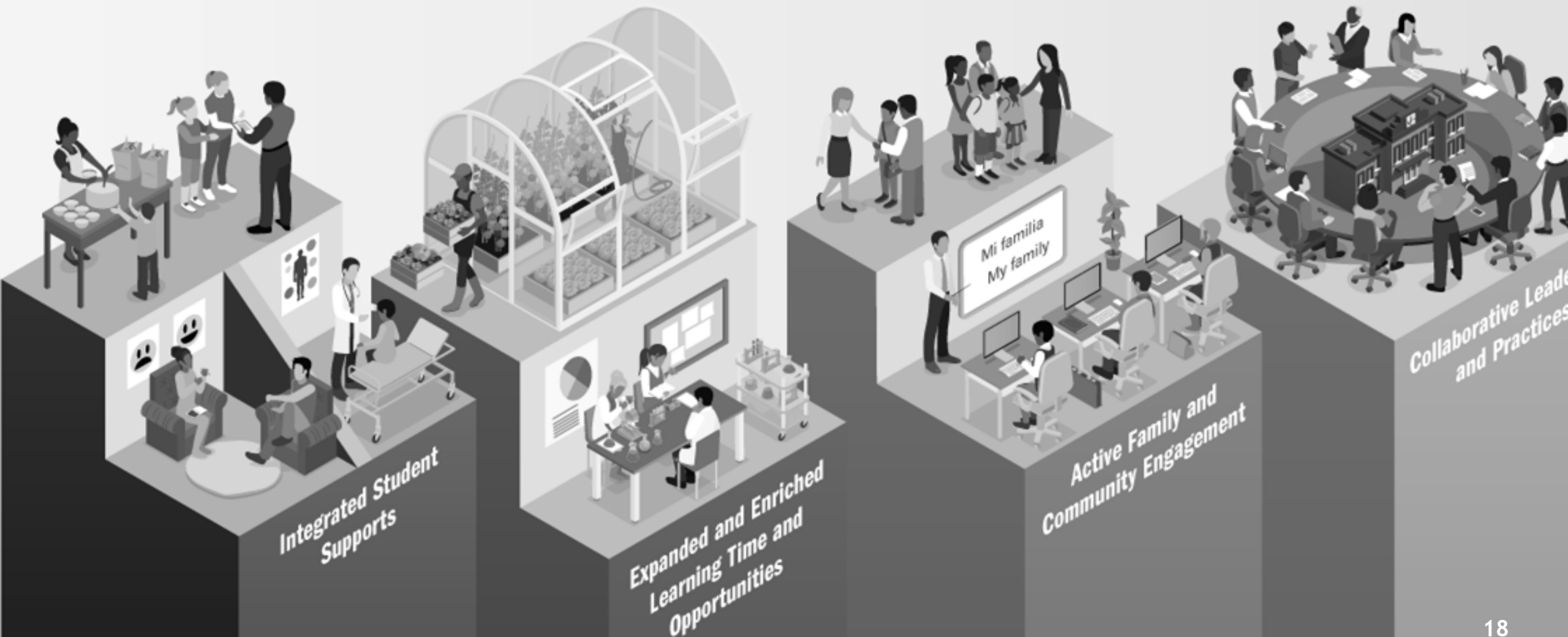
Pipeline Services & Four Pillars

I.   **Integrated Student Supports**
- Social, health, nutrition, and mental health services and supports (i.e., student services)
- Juvenile crime prevention and rehabilitation programs (i.e., restorative practices)

II.   **Expanded and Enriched Learning Time and Opportunities**
- Early childhood education programs
- Out-of-school-time programs
- Support for a child's education transitions (e.g., elementary to middle, middle to high school)
- Activities that support postsecondary and workforce readiness

III.   **Active Family and Community Engagement**
- Family and community engagement
- Community-based support for students

IV.   **Collaborative Leadership and Practices**

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Four Pillars of Community Schools and Connected Pipeline Services [iii]

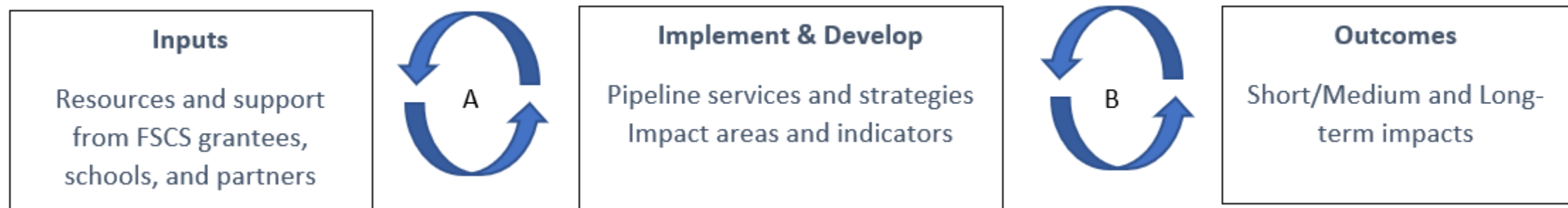*Pillar 1 - Integrated student supports*
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Pillar 2 - Expanded and enriched learning time and opportunities
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Pillar 3 - Active family and community engagement
    (family outreach, community-based supports)

Pillar 4 - Collaborative leadership and practices
    (organizing school personnel, inclusive decision-making strategies)

Fiscal Year 2022 Indicators

1. Provision of services to students, families, community members, and individuals
2. Student chronic absenteeism
3. Student discipline rates
4. School climate
5. Provision of integrated student supports and stakeholder services
6. Expanded and enriched learning time and opportunities
7. Family and community engagement efforts and impact
8. The number, qualifications, and retention of school staff *(i.e., staff characteristics)*
9. Graduation rates
10. Changes in school spending information
11. Collaborative leadership and practice strategies *(i.e., inclusive decision-making strategies)*
12. Regularly convening or engaging all initiative-level partners
13. Regularly assessing program quality and progress
14. Organizing school personnel and community partners

Inputs		Implement & Develop		Outcomes
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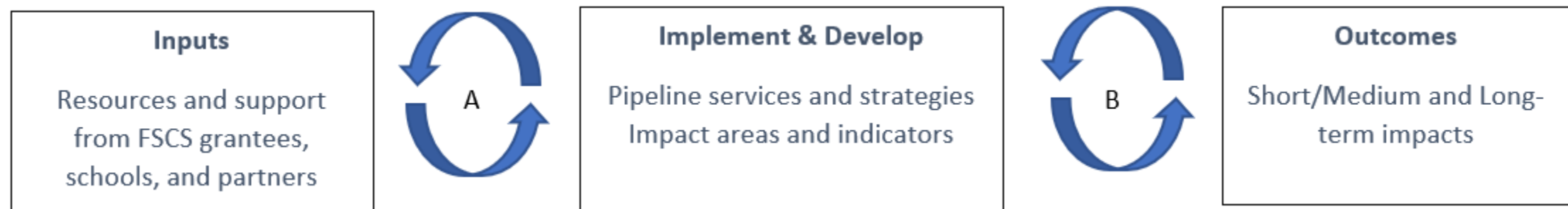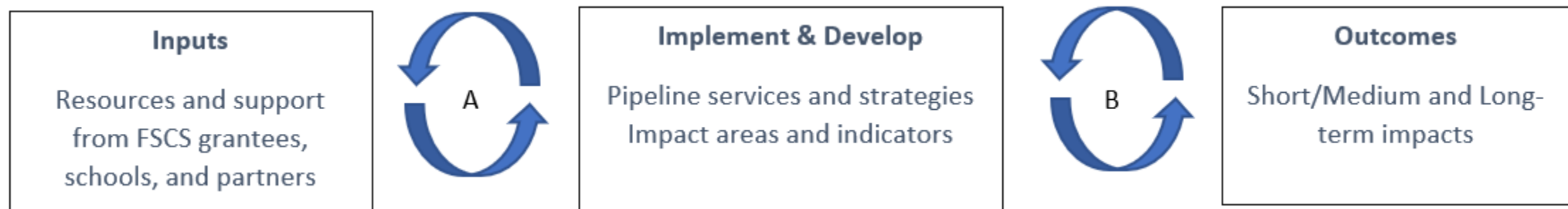| FSCS Grantees, Schools, and Partners	Pipeline Services and Strategies	Indicators and Impact Areas Short/Medium-term Impacts [i]	Long-term Impacts [ii]
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		Indicators aligned with the Four Pillars
		- Provisions of integrated student supports and stakeholder services
		- Expanded and enriched learning time and opportunities
		- Family and community engagement efforts and impact
		- Staff characteristics - Chronic absenteeism
		- School discipline - School climate	

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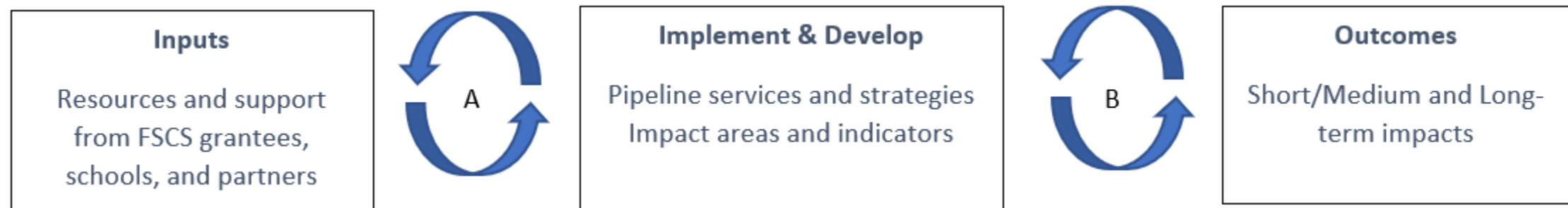| FSCS Grantees, Schools, and Partners	Pipeline Services and Strategies	Indicators and Impact Areas Short/Medium-term Impacts [i]	Long-term Impacts [ii]
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- Taking stock and planning	- Creating and maintaining a supportive infrastructure	- Regularly assessing program quality and progress	- Graduation rates - Sustainable resources - Positive school climates
- Funding	- Creating and refining clear and detailed budgets	- Changes in school spending	- Student, teacher, family, and community engagement

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			- Positive school discipline
			- Academic growth and achievement
			- College and career readiness
			- Locally developed and tracked outcomes

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What questions do you have about how a logic model can be built to include the relationship of the FSCS ingredients?

Questions and Answers

Continuous Improvement

- ***Continuous Improvement Principles***
  - making <u>sustainable change takes time</u> and <u>collective effort</u>;
  - is <u>context specific</u>; and
  - requires <u>constant adaptation, data collection, and learning</u>.
- ***Plan, Do, Study, Act Cycles***
  - Engages key players in a series of <u>focused iterative problem solving practices</u>
- ***Results of Continuous Improvement***
  - Participants <u>build capacity</u> to test proposed change practices;
  - <u>refine best practices</u> based on evidence
  - increase the scale, scope, and <u>spread of effective practices over time</u>

Source: Shakman, K., Wogan, D., Rodriguez, S., Boyce, J., & Shaver, D. (2020). Continuous improvement in education: A toolkit for schools and districts (REL 2021–014). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. http://i.e.s.ed.gov/ncee/edlabs

Continuous improvement cycle

The model for improvement consists of three main questions:

What problem are we trying to solve?	What change might we introduce and why?	How will we know that a change is actually an improvement?

Plan-Do-Study-Act (PDSA) Cycle

1. PLAN
Select a change practice to test. Select measures and develop a data collection plan.

2. DO
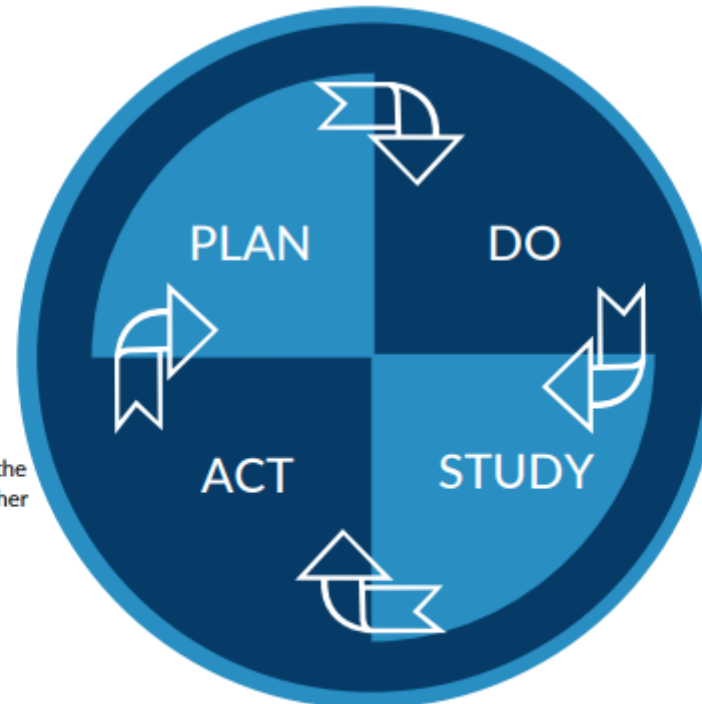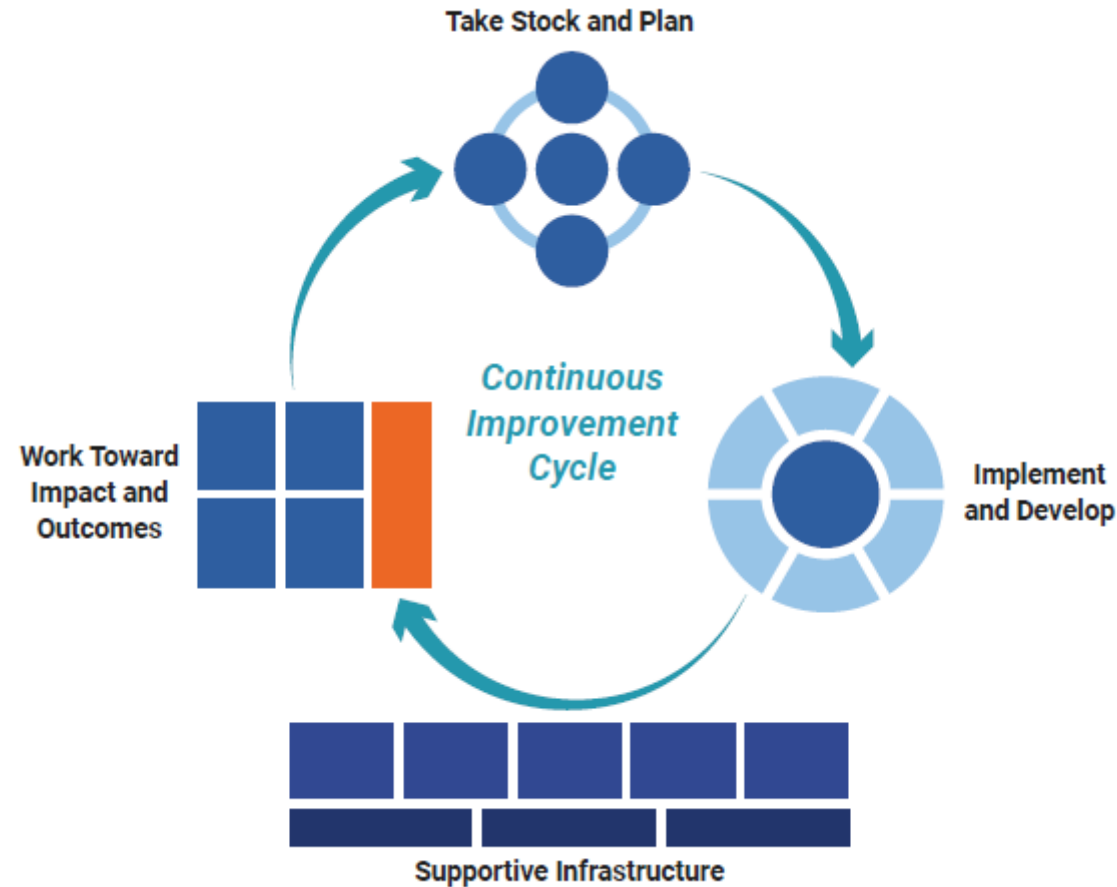Implement the change practice. Collect data to inform improvement.
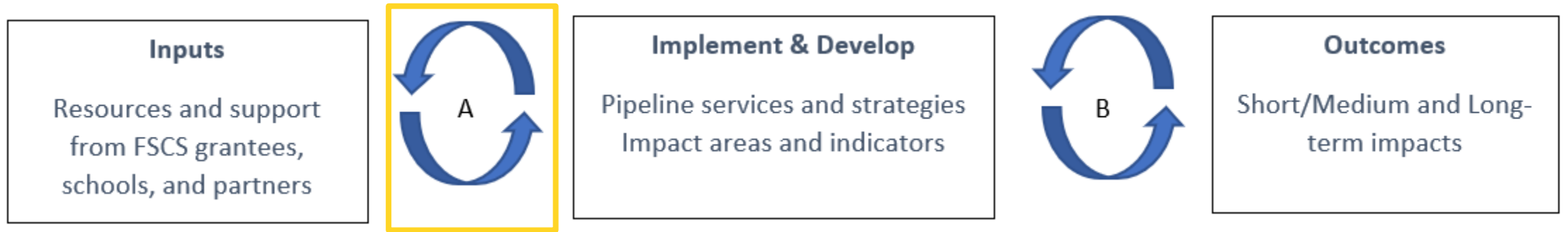
4. ACT
Based on data study, make improvements to the change practice, take steps to scale the change practice, and/or choose to try another change practice.
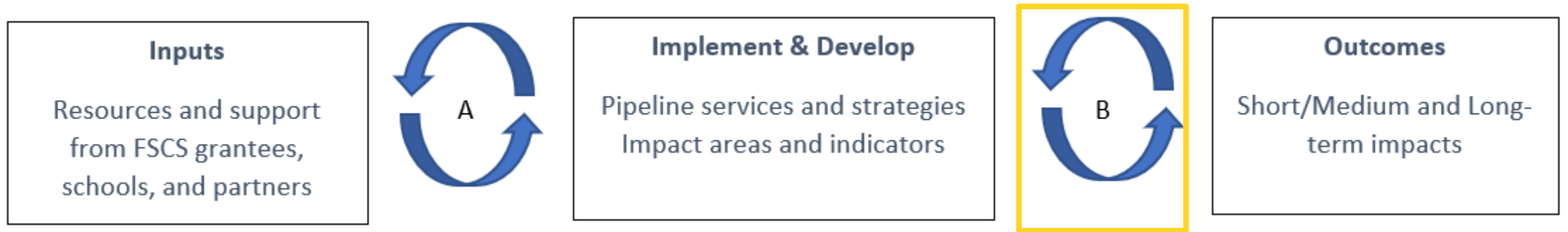
3. STUDY
Collectively examine data to inform improvement.

PLAN   DO   ACT   STUDY

This document is a part of the Continuous Improvement in Education Toolkit, produced by the Regional Educational Laboratory Northeast & Islands.

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Continuous Improvement Cycles and Community Schools

Take Stock and Plan

Continuous Improvement Cycle

Work Toward Impact and Outcomes

Implement and Develop

Supportive Infrastructure

Source: Germain, E., Oakes, J., & Maier, A. (2023). *Theory of action for community school transformation*. Learning Policy Institute. https://learningpolicyinstitute.org/project/community-schools-forward

Inputs		Implement & Develop		Outcomes
Resources and support from FSCS grantees, schools, and partners	A	Pipeline services and strategies Impact areas and indicators	B	Short/Medium and Long-term impacts

- **Continuous Improvement Cycle A** - Grantees enter community school grants with different **_inputs_** and at different stages of implementation
  - Each new award presents opportunities to assess *key personnel, take stock and plan*, recalibrate *funding*, and evaluate the *four pillars of community schools* (Plan).
  - These inputs allow grantees to **_implement and develop_** individually tailored **_pipeline services and strategies_** to meet their unique needs (Do).
  - At this point, grantees can collectively examine where there are at in the implementation process (Check).
  - After implementing and developing these strategies grantees should make improvements on the status of their inputs in a regular cycle of continuous improvement (Act).

Inputs		Implement & Develop		Outcomes
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▪ **Continuous Improvement Cycle B** - As FSCS grantees ***implement and develop*** *pipeline services and strategies* they should work on establishing indicators and measures to set baselines and show progress in ***key impact areas and indicators***.

- ▪ Developing a data collection plan to set baselines and monitor progress will allow grantees to make changes to meet the needs of their students and communities (Plan).

- ▪ As grantees implement, they also collect data to inform improvement (Do).

- ▪ They should also collectively examine the ***short- and medium-term impacts*** of their plan (Check).

- ▪ This cycle does not end, grantees should be constantly reassessing and working toward ***long-term impacts*** (Act).

Assumptions

- **Community schools are unique** - Each community school contains a unique set of assets and resources, specific needs, and goals (e.g., inputs)

- **The four pillars of community schools and ESSA's pipeline services can lead to transformed schools** - Research shows certain design features (e.g., including the four pillars of community schools) and evidence-based practices (e.g., including ESSA's pipeline services) are common across full-service community schools and are associated with improvements in teaching, learning, and student outcomes

- **Tracking multiple indicators can improve planning, implementation and evaluation** - Community schools are complex and benefit from tracking multiple indicators (e.g., those included in the FY22 NIA) to guide planning, implementation, evaluation, and continuous improvement

Logic Model Resources

- *Logic Models for Program Design, Implementation, and Evaluation: Workshop Toolkit* (U.S. Department of Education)

- *Theory of Action for Community School Transformation* (Community Schools Forward)

- *Logic Model Workbook* (Innovation Network)

- *Logic Model Development Guide* (W.K. Kellogg Foundation)
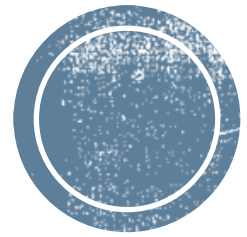
What questions do you have about logic models?

Questions and Answers

What are next steps for FSCS grantees?

Elson Nash, Director, School Choice and Improvement Programs

Jane Hodgdon, Group Leader, Full-Service Community Schools

Stephen Kostyo, Impact Fellow, Full-Service Community Schools

Yuliana Bruister, Program Officer, Full-Service Community Schools

Richard Kress, Program Officer, Full-Service Community Schools